



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1120 W. Kaibab Lane, Flagstaff, AZ 86001

Pine Forest Education Association, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Highly Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Michael Heffernan
Schedule : 09:00 AM to 05:00 PM
Grades : K-8
2005 Enrollment : 225
Web Address : www.pineforestschool.com
Phone Number : (928) 779-9880
Fax Number : (928) 779-9792
E-mail : pineforest@infomagic.net

Mission

The PFCS community, including faculty, staff and parents offers a Waldorf-inspired artistic and academic curriculum which prepares students to enter adulthood with the gifts of self-discipline, independence and reverence for the world's beauty. Our imaginative, hands-on approach to learning invites children to accept ownership of their education. This leads to mastery of analytical and critical thinking skills and prepares students for future educational challenges and opportunities.

School / Academic Goals

- ü While acquiring competent skills, intellectual ability, and academic knowledge, students develop their own inner world of feelings. By educating each through a conscious appeal to these feelings, Waldorf education will meet true needs of individuals.
- ü Besides Main Lesson academics, rhythmic lesson structures will include storytelling, puppetry, singing, creative movement, baking, drama, painting, drawing, clay modeling, farming and gardening. All fieldtrips will enhance classroom learning.
- ü The Social Inclusion Approach to bullying and exclusion will provide a safe environment to recognize and address unhealthy behaviors. We will provide a safe avenue for effective problem solving for both victims and those acting inappropriately.
- ü Through ongoing collaboration, PFCS will continue to share information and resources with local charter schools and the local school district. We will also research potential partnership possibilities with local community organizations.

Enrollment

October 1, 2004 School Year Student Enrollment : 222
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 200

Instructional Programs

- ü Spanish and German Languages, Grades 1-8
- ü Cooperative and Non-Competitive Games
- ü Violin, Flute, Recorder , Choir
- ü Animal Husbandry, Baking, Drama, Chess
- ü Woodwork and Handwork
- ü Open Court Reading Instruction Gr. 2-6
- ü Artistic Movement/Eurythmy/Folk Dance
- ü Connected Math/Saxon Mathematics Gr. 2-8

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Pine Forest School is committed to nurturing the values all parents share regarding students' health, safety, well-being and high-quality artistic and academic preparation. We provide academic challenge, artistic and practical literature resources and curriculum, and stimulate moral development in all PFCS children. We conduct frequent class evenings, parent workshops, and individual conferences. We distribute a parent handbook, a weekly newsletter and have available school policies.

Parents

Parents ensure positive attendance by providing transportation and nutritious lunches for their children. Parents are encouraged to create a rhythmic environment in the home, including sharing family meals, reducing the amount of television and media exposure, and providing an atmosphere where children may successfully complete homework. Parents also attend festival activities, parent education workshops, parent work-days to beautify our school, and volunteering on class trips.

Transportation Policy

The Pine Forest Charter School relies on the good will of our parent body to transport their children to school. Car-pooling and riding bicycles to school are encouraged. Students also utilize the services of a local charter bus for transportation to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Academic Scholarships to Ariz. Univ. and Smith College	2004
ü Student Honors at Greek Pentathlon	2005
ü Musical Awards Through NAU Music Department	2004
ü Honors at No. AZ Youth Art Show	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	79306	100	100	99	430	430	445	17	17	10	13	13	18	65	65	51	4	4	20
All Students (Prior Year)	26	26	75509	96	96	100	558	558	521	0	0	13	11	11	23	50	50	33	39	39	31
Female	14	14	38691	100	100	99	437	437	446	8	8	10	8	8	18	83	83	52	0	0	20
Male	11	11	40583	100	100	99	423	423	445	27	27	11	18	18	18	45	45	50	9	9	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	22	22	36197	100	100	99	432	432	463	15	15	5	15	15	11	65	65	53	5	5	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	16	16	69060	84	84	98	440	440	454	0	0	7	14	14	17	86	86	54	0	0	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	17	17	39966	100	100	100	423	423	459	27	27	6	13	13	12	53	53	52	7	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	79395	100	0	99	459	459	446	0	0	9	13	13	25	83	83	55	4	4	11
All Students (Prior Year)	25	25	75492	93	93	100	563	563	519	0	0	12	0	0	16	39	39	47	61	61	24
Female	14	14	38743	100	0	100	460	460	451	0	0	7	8	8	24	92	92	57	0	0	12
Male	11	11	40618	100	0	99	458	458	440	0	0	11	18	18	27	73	73	53	9	9	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	22	22	36221	100	0	99	459	459	465	0	0	4	15	15	15	80	80	63	5	5	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	16	16	69139	84	0	99	468	468	454	0	0	7	7	7	24	86	86	58	7	7	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	17	17	39986	100	0	100	453	453	461	0	0	4	20	20	16	80	80	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78869	100	100	99	458	458	442	9	9	6	9	9	21	78	78	63	4	4	10
All Students (Prior Year)	25	25	75053	93	93	99	603	603	597	0	0	7	6	6	12	83	83	72	11	11	9
Female	14	14	38536	100	100	99	481	481	458	8	8	4	0	0	15	83	83	67	8	8	14
Male	11	11	40302	100	100	99	432	432	428	9	9	8	18	18	26	73	73	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	22	22	36078	100	100	99	453	453	459	10	10	4	5	5	16	85	85	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	16	16	68697	84	84	98	485	485	454	0	0	4	0	0	18	93	93	67	7	7	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	17	17	39837	100	100	100	446	446	457	13	13	4	13	13	14	73	73	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78906	100	100	99	482	482	498	0	0	13	58	58	19	38	38	48	4	4	20
All Students (Prior Year)	21	21	76019	95	95	100	503	503	499	11	11	14	33	33	39	33	33	14	22	22	33
Female	12	12	38644	100	100	99	476	476	500	0	0	12	73	73	19	18	18	49	9	9	19
Male	14	14	40236	100	100	99	487	487	497	0	0	15	46	46	19	54	54	46	0	0	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	23	23	36483	100	100	99	481	481	517	0	0	7	59	59	13	36	36	51	5	5	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	21	21	68310	100	100	98	487	487	509	0	0	9	47	47	18	47	47	51	5	5	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	19	19	40295	100	100	100	481	481	513	0	0	7	65	65	13	29	29	50	6	6	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78908	100	0	99	497	497	484	0	0	10	13	13	23	83	83	58	4	4	9
All Students (Prior Year)	21	21	76020	95	95	100	521	521	503	11	11	25	17	17	23	50	50	40	22	22	12
Female	12	12	38648	100	0	99	503	503	489	0	0	8	9	9	22	82	82	61	9	9	10
Male	14	14	40233	100	0	99	492	492	479	0	0	12	15	15	25	85	85	55	0	0	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	23	23	36502	100	0	99	496	496	502	0	0	4	14	14	14	82	82	67	5	5	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	21	21	68312	100	0	98	502	502	493	0	0	7	5	5	21	89	89	62	5	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	19	19	40315	100	0	100	499	499	498	0	0	5	18	18	15	76	76	66	6	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78750	100	100	99	527	527	500	0	0	6	29	29	29	71	71	63	0	0	2
All Students (Prior Year)	21	21	75673	95	95	100	531	531	530	6	6	12	28	28	25	67	67	58	0	0	4
Female	12	12	38586	100	100	99	555	555	515	0	0	4	18	18	22	82	82	71	0	0	3
Male	14	14	40135	100	100	99	504	504	486	0	0	8	38	38	35	62	62	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	23	23	36440	100	100	99	529	529	516	0	0	3	27	27	22	73	73	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	21	21	68196	100	100	98	541	541	513	0	0	3	16	16	25	84	84	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	19	19	40260	100	100	100	528	528	514	0	0	3	29	29	21	71	71	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78250	95	100	99	547	547	548	19	19	21	25	25	18	50	50	48	6	6	13
All Students (Prior Year)	18	18	75001	95	95	99	506	506	468	11	11	37	50	50	36	17	17	16	22	22	10
Female	13	13	38071	100	100	99	552	552	549	23	23	20	8	8	19	62	62	49	8	8	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	11	11	38320	85	92	99	566	566	568	0	0	12	30	30	14	60	60	55	10	10	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	15	15	68996	100	100	99	555	555	561	8	8	16	31	31	18	62	62	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	11	11	44937	92	100	100	555	555	561	10	10	13	40	40	15	40	40	54	10	10	18

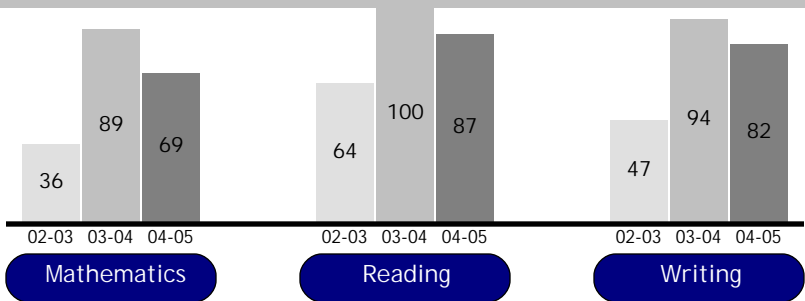
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78302	95	0	99	520	520	512	25	25	11	0	0	25	75	75	57	0	0	7
All Students (Prior Year)	18	18	74918	95	95	99	542	542	497	6	6	32	11	11	19	39	39	35	44	44	15
Female	13	13	38082	100	0	99	520	520	518	31	31	8	0	0	24	69	69	61	0	0	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	11	11	38347	85	0	99	549	549	531	0	0	5	0	0	17	100	100	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	15	15	69024	100	0	99	530	530	524	15	15	7	0	0	23	85	85	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	11	11	44979	92	0	100	524	524	525	20	20	6	0	0	18	80	80	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78094	95	100	99	571	571	545	0	0	3	19	19	18	81	81	77	0	0	2
All Students (Prior Year)	18	18	74503	95	95	99	600	600	491	0	0	9	11	11	32	61	61	51	28	28	8
Female	13	13	38025	100	100	99	569	569	558	0	0	2	23	23	13	77	77	82	0	0	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	11	11	38265	85	92	99	593	593	564	0	0	2	0	0	11	100	100	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	15	15	68892	100	100	98	580	580	559	0	0	2	8	8	14	92	92	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	11	11	44871	92	100	100	581	581	559	0	0	2	10	10	12	90	90	84	0	0	3

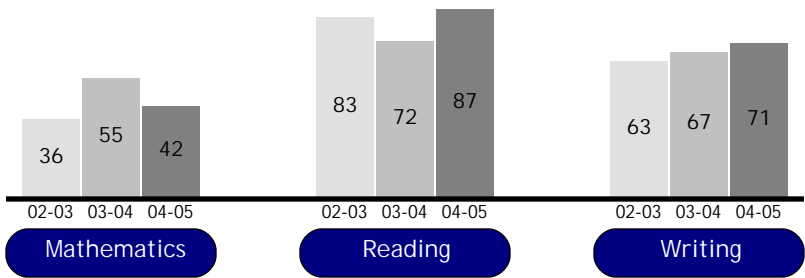
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

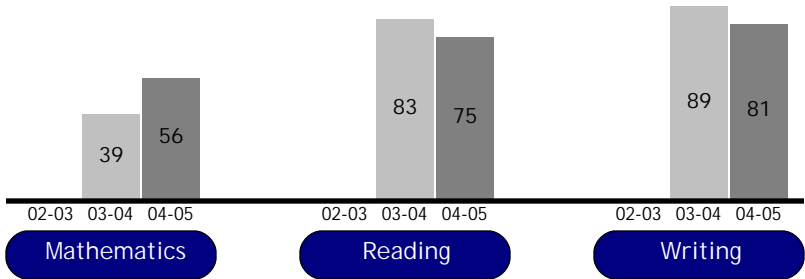
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	60	59	59	50	96	40	NA	58	100	46	46	47
	Language	93	47	47	43	96	43	43	50	100	35	35	47
	Mathematics	100	54	54	57	96	65	65	64	100	46	46	50
3	Reading	100	43	43	47	81	83	NA	55	100	65	65	44
	Language	100	35	35	54	85	63	63	61	100	54	54	44
	Mathematics	100	20	20	54	96	79	79	61	100	50	50	51
4	Reading	100	73	73	52	83	60	NA	56	100	71	71	48
	Language	100	56	56	48	91	34	34	52	100	65	65	49
	Mathematics	100	62	62	57	91	42	42	61	100	62	62	53
5	Reading	100	69	69	50	95	74	NA	55	100	60	60	50
	Language	100	47	47	46	95	61	61	49	100	54	54	50
	Mathematics	100	54	54	57	95	63	63	63	100	45	45	49
6	Reading	NC	NC	NC	53	96	79	NA	56	100	68	68	51
	Language	NC	NC	NC	45	96	62	62	48	100	60	60	47
	Mathematics	NC	NC	NC	62	96	67	67	66	100	60	60	52
7	Reading	100	82	82	51	100	60	NA	54	100	74	74	50
	Language	100	80	80	54	100	71	71	58	100	63	63	52
	Mathematics	100	74	74	58	100	60	60	62	100	57	57	50
8	Reading	--	--	--	53	95	75	NA	55	95	60	60	51
	Language	--	--	--	49	95	74	74	52	95	58	58	50
	Mathematics	--	--	--	58	95	66	66	61	95	57	57	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent and Community Involvement
- ü School Safety Issues
- ü Budget and Fundraising
- ü Envisioning/Long-Range Planning
- ü Building Expansion and Development
- ü Personnel Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.20	Teacher	17.00
Other Professional Staff	.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	2	0	0
10 or more years	3	2	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- ü Greenhouse, Flower and Vegetable Garden
- ü Woodshop, Handwork Room, Computer Lab

Extracurricular Activities

- ü AfterSchool Sports
- ü Eurythmy Artist-in-Residence
- ü Suzuki Violin Through Flagstaff Symphony
- ü Annual Winter Faire and Other Festivals
- ü Student Council
- ü Afterschool ChessClub
- ü Afterschool Odyssey of the Mind Club
- ü Yearbook Club

Social Services

- ü Counselling and Health Education
- ü Before/After School Care and KinderCare
- ü Adult Education: The Parent University
- ü Parent Teacher Association Scholarships

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Terra Nova and AIMS scores demonstrate success of our developmental approach with scores rising as students proceed higher through the grades. We annually meet NCLB Adequate Yearly Progress requirements.
- ü Our well-trained faculty has come to Pine Forest from all corners of the U.S., as well as from Europe. Nationally recognized Waldorf master educators have visited our school and positively reviewed our curricular programs.
- ü Once again, we are a complete K-8 program. Our enrollment has increased in every grade and the overall enrollment projections show a near capacity enrollment.
- ü The PFCS approach to behavioral management effectively reduced referrals of students to the administration. Members of our school community who could not comply voluntarily left the school. There were no expulsions at Pine Forest this year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a high ratio of adults to students, enhanced by many parent volunteers. Our counselor and health teacher offer conflict resolution skills support. Our prevention program is supported through Waldorf curriculum, health education and local community agencies. We train children in safety first when participating in challenging physical activities. We invite firemen, police officers and health professionals as guest speakers.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michael Heffernan	(800) 779-9880
Transportation Policy	Michael Heffernan	(928) 779-9880
Community Resources	Michael Heffernan/Jennifer Sonafrank	(928) 779-9880
School Nutrition Programs	Jennifer Sonafrank/Bernice Hall	(928) 779-9880
Parent Organization	Teresa Lane	(928) 779-9880
Student Health/Nurse	Jennifer Sonafrank/Bernice Hall	(928) 779-9880

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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